

SEND Short Survey

Feedback from the 2020 Public Consultation Exercise on Special Educational Needs and/or Disabilities (SEND) Local Area Provision in Sefton

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Introduction

The purpose of this report is to provide an overview of the views and opinions of the parents and carers that responded to the public consultation on the SEND Short Survey held in September 2020.

Background and context.

In 2019, a baseline survey was co-designed with representatives of the Sefton Parent and Carer Forum and sent direct to over 1600 parent and carers who child/ren had an Education, Health and Care Plan (EHCP). This survey provided partners with a baseline for Action 4 of the SEND Improvement Plan to monitor experience, involvement and satisfaction around the key areas of Education, Health, Social Care, information provision and on how the system is working together. This survey received 254 responses and a consultation report was presented to the SEND Continuous Improvement Board (SENDICB) in January 2020 that outlined the feedback from parents and carers on what was going well and what could be improved in our local area. The report was also shared with the Health & Wellbeing Board in March 2020.

The SENDICB agreed that the survey should be conducted annually, with a mid-year shorter survey to capture the parent and carer opinion of the local area provision and to track the perception of the impact of the reforms identified in the SEND Improvement Action Plan. The SEND Co-production, Communication and Engagement Sub-Group would oversee both the short survey and the annual in-depth survey.

A Task & Finish Group, including a representative of the Sefton Parent and Carer Forum designed the short survey to capture feedback on the following six areas:

- Increased level of trust and confidence of parents and carers in the local area to provide support
- Parents, carers and young people rate the level of help and support children and young people with SEND receive to meet their needs
- Parents, carers and young people rate the level of information and advice available about the assessment process to support children and young people with SEND
- Parents and carers feel that they can influence change to service delivery
- Parents and carers feel that they are listened to in the development and review of EHCPs (Collected Via Survey)
- Parents, carers and young people believe that communication has improved

This would provide direct indication of the change in customer satisfaction correlated to the improvement objects of the SEND Improvement Action Plan.

In addition to the six areas above, there was also a question included in the survey to see if parents and carers are seeing an improvement in the way health, education, social care and the SEN Casework team are working together to help and support them and also a free-text question, where parents and carers could provide more detailed information about their experience.

The baseline survey was conducted between 18 November and 18th December 2019 and the original intention was for the mid-year shorter survey to take place in June 2020. However due to the COVID 19 pandemic, it was agreed by the SENDCIB in June 2020 to change the dates for conducting the shorter parent/carer survey from June to September 2020, and to move the main survey from December 2020 to February 2021. When this decision was taken in June it was thought that we would be in more of a 'recovery' phase of the pandemic in September. However, following a second wave of the pandemic there has been continued service pressures resulting from the prolonged COVID response and families have experienced school closures and were preparing for their child/ren returning to a very different school environment.

It is important to note that since the original baseline survey was conducted in December 2019, much of this past year has been impacted by Covid-19. This has resulted in continuing pressures on schools, health services and changes to face to face work with children and young people to inform assessments. Rather than being in a post Covid recovery phase in September like we anticipated at the June board meeting, we instead moved into wave two of the pandemic with increasing infection rates and ongoing disruption to pre-Covid normality.

Despite this second wave of the virus, the SENDCIB decided to continue with the survey as planned, particularly as the survey was short and would take a few minutes to complete and it was felt that it was important to hear the feedback from parents and carers at this unprecedented time. It is important to try and understand the impact Covid has had on the experiences of parents and carers and the results of this survey need to be understood in this context.

Consultation methodology

It was agreed that the short survey would be an online open survey on the Council's online consultation hub and that the survey and a feedback flyer (appendix 1) would also be promoted via the Sefton Parent and Carer Forum membership, and through a network of distributors including:

- All school's admin teams and all school's Headteachers for SENCO's
- SEND Co-production, Communication and Engagement Sub-Group partner members
- Every Child Matters Forum Coordinator
- Aiming High Coordinator
- Head of Education Excellence (for School's newsletter)
- Healthwatch Sefton (for website)
- NHS South Sefton and NHS Southport & Formby CCG (for website)
- Sefton Council social media
- Promoted on the Local Offer.

The survey was available for completion from the 14th September – 2nd October, with a two-week extension to the 16th October 2020.

As mentioned above the short survey focused on seven key areas and below is a summary of the quantitative and qualitative analysis for each of these areas. The questions had a Yes or No response as opposed to a sliding scale response. Quantitative analysis means,

to measure by quantity rather than quality (experiences/feelings). When we do quantitative analysis, we are exploring facts, measures, numbers, and percentages. For the analysis, we have rounded-up the percentages. There were 91 free text comments provided, which in the main focused on 'levels of help and support' and 'communication'. All the comments have been analysed and key themes have been included in the response below.

Consultation findings

There are 1939 Sefton pupils with an EHCP. The survey was completed by 243 respondents which is a 13% response rate. It is not known if the respondents had completed the 2019 survey or whether they had been receiving a service for a while or whether they were new to the service since the last survey was conducted. It is also not known if the survey was completed by families outside of the 'system', who are not currently receiving a service. In hindsight it may have been useful to ask this question and so for future surveys we will include this so we can accurately correlate parent/carer experience to a timeframe of engagement with services.

In summary the consultation headlines are:

- Trust and confidence in the Sefton SEND Local Area to provide help and support is increasing, despite the challenges of COVID-19
- Whilst there is recognition that improvements are being made in the Sefton local area, with approximately half of those responding to this survey positively, there are however 52% of the parents and carers who responded to this survey still unhappy with the level of service. It would appear from the feedback that the majority of those dissatisfied may have been in the 'system' for an extended period
- In the first consultation in 2019, 55% of respondents were satisfied that they received the right level of information. It would appear in the interim period, there has been little change with 54% affirming that they receive the right level of information throughout the EHCP assessment process
- Parents and carers are reporting an improvement in the way health, education, social care and the SEN Casework team are working together to help and support them
- Education and schools stand out for praise from respondents, particularly in relation to regular contact and information, and in understanding a child's specific needs
- There is an increase in the number of parents and carers who feel that they are listened to in the development and review of their child/young person's EHCP
- Whilst improvements are being made, there are areas parents and carers feel need further attention, namely;
 - Improved communication and information from all parts of the SEND system
 - Waiting times for both written reports and appointments with educational psychologists and Speech & Language Therapists and health professionals
 - Waiting times for annual EHCP reviews

- Parents and carers feeling listened to and involved in shaping the wider SEND services
- Continue the work done to ensure services are working together to help improve services and outcomes for children and young people.

Quantitative Feedback

Question 1: Has your level of trust and confidence in the Sefton SEND Local Area Partnership to provide help and support increased?

There were 240 responses to this question.

Option	Total	Percent
Yes	109	44.86%
No	131	53.91%
Not Answered	3	1.23%

54% of respondents indicated that their level of trust and confidence hasn't increased in relation to the Sefton SEND Local Area Partnership in relation to providing help and support, compared to 45% who indicated that trust and confidence has increased. When comparing this to the 2019 survey, however, there has been a 6.5% increase, rising from 38.5%.

Question 2: Do you feel that the level of help and support that your child/young person with SEND receives meets their needs?

There were 241 responses to this question.

Option	Total	Percent
Yes	115	47.33%
No	126	51.85%
Not Answered	2	0.82%

52% of respondents feel that the level of help and support their child receives doesn't meet their needs, whilst 48% do. This is a decrease of 10% from the 2019 survey where 58% of parents and carers who completed the survey said their child/young person's needs were being met.

Question 3: Do you feel that you receive the right level of information and advice about the EHCP assessment process?

There were 241 responses to this question.

Option	Total	Percent
Yes	130	53.50%
No	111	45.68%
Not Answered	2	0.82%

Just over half of the respondents (54%) feel that they receive the right level of information and advice about the EHCP assessment process whilst 46% feel that this is not the case. This is a slight decrease of 1% compared to the 2019 survey, where 55% felt they were receiving the right level of information and advice.

Question 4. Do you feel listened to in the development and review of your child's/young person's EHCP?

There were 242 responses to this question.

Option	Total	Percent
Yes	155	63.79%
No	87	35.80%
Not Answered	1	0.41%

Nearly two-thirds (64%) of respondents indicated that they feel listened to in the development and review of their child/young person's EHCP, compared to 36% who don't feel listened to. This is a slight increase of 2% from the 2019 survey.

Question 5: Do you feel that you are listened to and involved in shaping SEND services in Sefton?

There were 242 responses to this question.

Option	Total	Percent
Yes	97	39.92%
No	145	59.67%
Not Answered	1	0.41%

60% of respondents said that they don't feel listened to and involved in shaping SEND services in Sefton and 40% of respondents said that they do. This is a decrease of 22% from the 2019 survey.

Question 6: In general, do you feel that communication regarding SEND services has improved?

There were 240 responses to this question.

Option	Total	Percent
Yes	99	40.74%
No	141	58.02%
Not Answered	3	1.23%

58% of respondents feel that in general that the communication regarding SEND services hasn't improved, compared to 41% that does feel it has improved. This is a decrease of 25% from the 2019 survey, where 66% felt that communication had improved.

Question 7: In your opinion, are you seeing an improvement in the way health, education, social care and the SEN Casework team are working together to help and support you?

There were 241 responses to this question.

Option	Total	Percent
Yes	103	42.39%
No	138	56.79%
Not Answered	2	0.82%

57% of respondents indicated that they are not seeing an improvement in the way that services are working together to help and support them, whilst 42% do think there is an improvement. This, however, is a 9% improvement on the 2019 survey, where 33% were happy with the way services were working together.

Qualitative Feedback

Ninety-one written comments were received within the free text box and these have been grouped into themes. There was a mix of positive and negative feedback as outlined below:

Communication with the SEN Team

There were some respondents that were pleased with the level of support that they have received.

“I think the team does a good job. I know it’s not always perfect, but the will is there.”

“I am very happy with the support I am getting - thank you”

“We are really happy with the support from the inclusion officer Sara Chattun. She has been so supportive and has really tried to understand our daughter’s needs. We are so grateful she has been given the chance to continue with her education in a way she can actually access. This has given us all hope. Thank you”

“Our EHCP caseworker has changed. However, our new contact was happy for me to ring and discuss my daughter and any concerns I have. We are reviewing options to have her moved as school cannot meet her educational needs, but they have tried their best with the resources available.”

“Really nice person did my son’s EHCP and changed it straight away when I pointed out a mistake - easy to get hold of her”.

“This is my first experience of SEND and an EHCP. Initially the process was awful with case worker not getting back to me and lengthy delays until I had to complain. However, since then it has improved dramatically and I have felt listened to, involved and valued as a contributor to the EHCP”

The importance of the role played by caseworkers was evident from the comments received. For some respondents this relationship was positive and resulted in a sense that they had access to the right information and advice.

"I haven't had much experience with the majority of this. His case worker was brilliant answering questions I had with his last EHCP, in honesty there was 1 or 2 questions she couldn't answer, and we will go thru the process again when it arises."

"Really nice person did my son's EHCP and changed it straight away when I pointed out a mistake easy to get hold of her"

For others a lack of contact with a caseworker, an inexperienced caseworker and staff changes resulted in parents/carers feeling frustrated and let down.

"Case worker changed without notification were on to our 4th one. Some have little or no experience of SEN, which is extremely frustrating."

For many, the major issue with the EHCP process relates to the length of time taken for an assessment, the lack of responses or information received regarding the process, and the length of time it takes for the EHCP to be reviewed.

"Haven't received any feedback in regards to EHCP services etc."

"EHCP reviews are still not sorted."

"I contacted the person I thought was my daughter's caseworker during lockdown to try and get some advice to be proactive for September as she will be in a transition year. This was by email. The caseworker said I had a new caseworker. Then said they didn't know who would be our caseworker in September. I asked for details of the high school transition process but received no further replies"

For some respondents there is still a lack of trust which seems to stem from their experiences over a long period of engagement with SEND services.

"Before Covid (2years ago) the communication within the department was a disgrace. No matter how many messages left on landline extensions no one would ever get back to you. I'm not talking about once or twice, this was constantly. I only ever got to speak with a person if the phone was answered"

"The initial 20-week bit may be improved but that doesn't help you if you've had an EHCP that hasn't been updated for 5 years"

Others acknowledged that some improvements have been made but there is still more that can be done to improve the level of support.

"I do think that improvements have been made. However, there is still a massive shortage of practical based/rest-bite services which are vital. Vital in being able to sustain long term support for our children as carers."

"I can see that some improvements have been made, however, I feel there is still a very long way to go before there is a much greater improvement in the way the whole sen dept works."

Education and schools

Several respondents were highly complementary of the role of their child's school.

"School have been amazing - helping me with my son's education, behaviour and EHCP."

"I'm very happy with the way school deal with my son's needs".

"We receive no support, the only information I receive about my daughters EHCP is from school"

"My daughter has had no support outside her own teacher. Her barriers to learning are still undiscovered. - we still do not know what her needs are, despite a consultant from Alder Hey writing to school to say she needed to be seen by a EP. There is no contact from Sefton Council at all, and school contact in minimal."

"Thank you for Samantha Warwick at Formby High.

Her support and understanding has been life changing for us.

She really understands our son's additional needs and never dismissed him as a 'naughty kid'. We just can't thank her enough."

"I do not receive any support at all for my son. The only contact we have had this year is from the school SENCO, other than to be discharged from services we cannot currently access as we have not accessed them. Ludicrous"

"My son's school is amazing, and they are very informative in every way."

Other respondents highlighted issues with some schools:

"I have asked for my child to be assessed in Christ church primary school over 8 months ago and still waiting"

"Still feels very much parents are out on a limb, you have to go looking for information to get help. SEND within schools don't necessarily speak with form tutor when child starts new year, this aggravates an already fraught time. Mainstream teachers have limited knowledge of special needs, there needs to be additional training for teachers not just SEND. The annual developmental report that I get from our SEND is laughable so generic and could be copied and pasted from another. No clear plans. Disappointed to say the least "

Health services

There were fewer bespoke comments made about health services other than below outlining some frustrations regarding communication. There were a few Covid related comments in relation to health services in the Covid section below.

“.....External services such as SALT and CAHMS have been very poor with communication. I emailed CAHMS in desperation approximately 3 weeks ago and haven't heard a thing.”

“Also CAHMS need to more accessible to ASD/ADHD children as both of this adversely affect children's mental health and self-esteem.”

“My child has not had an appointment with her paediatrician in about 3 years. We've just been left to get on with it.”

Information and Advice

The accessibility of information and advice, and where to find this, was also highlighted as a problem. This was an area that received a high level of comments. There are mixed experiences from parents and carers about information and communication. However, most comments received in relation to communication refer to the lack of information and communication from all parts of the system – education and educational psychology, health services, SEN support and social care.

Parents and carers report that their calls and emails are unanswered, that there is a delay in sending out forms and reports and that they are not kept informed about their child's progress, timescales, appointments and discharge from health services.

“There has been a delay in sending out repeat forms for me to pass to the school for completion, which I now need to chase up”.

“No information on how to work with this service which my son would benefit from - might be ok when you are in the service but no idea how to access it.”

“I have asked for help with resources and advice on where I can go for help form my sons SEN provider within the school and I have received either no information or 'I don't know' I don't feel she proves any support or has any interest in providing support.”

There are some parents and carers reporting that they are not being listened to by SEN professionals – that their views, opinions and requests are disregarded and ignored, which contributes to feelings of frustration, ‘being a nuisance’ and being the one to blame.

“Need to listen to parents more. As a parent of a child with SEN I've at times felt frustrated”.

“Does not listen to parents and continuously puts down parent views and ignores requests”.

“I do not feel listened to at all regarding the best interests of my child, multiple SEN professionals disregarded my opinion and were condescending”.

Parent /Carer suggestions on further improvements

There have been some suggestions from parents and carers on how information and communication can be improved:

“It would be helpful to have a list of caseworkers against what schools they work with and their contact details (tel / email) on the local offer or given out as an email to all parents and carers of children with send. It would also be helpful for the SEN Managers to be listed too.

A good idea would be the chain of command, including admin officers so parents can actually get through to somebody”.

“It would be SO helpful if caseworkers actually contacted families when they take children into their caseload. A friendly introduction would be so helpful. Rather than us as parents or the school trying to contact Sefton to find out. Also, an overview of how the system works for parents would be really helpful too”

There has been a suggestion from a parent and carer about how involving parents and carers can be improved:

“Have some parents working in a professional capacity with your team - take the plunge and believe that people who are on the front line with children and have walked the walked are often best qualified to speak with families. Even a couple of parent liaison officers to act as a conduit between families and your department would work wonders. It would help families to navigate their way through what is a hugely complex and daunting process at a time when they are normally at their most vulnerable and need help the most. Ps. Can I be considered for the role please?!”

Impact of Covid

COVID-19 does seem to have had an impact on the reported levels of service. Some parents and carers acknowledge that some services have stopped or have been reduced because of COVID and how parents and carers have been able to engage with services as services have had to adapt how they provide information to and contact with families. A few parents and carers report that during the lockdown because of COVID, they have experienced limited contact and information and have found it hard to develop relationships and for their child/young person to continue to receive the support they need.

“I think this is a hard survey to complete because of the COVID situation. My child needs are being met but I also feel that I am unable to express things face to face which would help allot rather than an email etc... but apart from that am very happy”

“Covid has meant that no-one can come out and see my son. He has a high level of disengagement and I can't see that changing until someone is able to start to develop a relationship with him”.

“We moved to Sefton in December so with COVID have had limited time at school. However, we received no information during lockdown, support or information. I am

unaware of the EHP and haven't been approached about what and how to start this process. I am aware of it only through my own enquires"

"The OT input from Southport stoops with COVID, but with no communication as to when this may re start or an alternative format of review."

"In my opinion it appears to have got worse, children are getting discharged from services, there is nowhere to get help or support from. I think it's worse, if you don't have an EHCP you really are on your own and even with one it isn't being followed up, perhaps Covid has an impact on why things seem worse".

"During COVID 19 pandemic and the national lockdown, we have experienced some hard times with our son XXX. We believe that XXX requires some additional therapies like behavioral or SLT, but we also understand none of it is possible these days. We also appreciate that we are not the only family facing such difficulties as we are all in it together. We are hoping that we will all get thru these hard times pretty quick and looking forward to improve XXX's behavior and attitude with some extra help from SEND Sefton, wherever possible".

Conclusion

This survey was completed by 243 respondents. We know that there are many more parents and carers whose child/ren have an EHCP plan. We will continue to listen and engage with families and look at different ways we can gather their feedback.

As we move into another lockdown, we will take on board the comments received in this report to improve our response and contact with families in this challenging situation.

Next steps

1. Continue to improve communication and information from all parts of the SEND system
 - In terms of communication with parents and carers there is a wealth of information contained within the Local Offer. We should ensure that all parents are sign posted to the Local Offer as the first point of information on all things SEND
 - We should share more widely the SENDIASS information to ensure parents and carers have access to professional advice and guidance on process
2. Improve waiting times for both written reports and appointments with educational psychologists and Speech & Language Therapists and health professionals
 - Ensure services communicate clearly on waiting times and update parents and carers when waiting times have moved
3. Ensure parents and carers feel listened to and ensure they are involved in shaping the wider SEND services
 - This year parents and carers have been central to reviewing changes to EHCP paperwork, which goes live in November 2020, so the impact and effect of these changes will not be felt until sometime next year.

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- They have also been central to the production of the Guidance for children with additional needs and disabilities and the Preparing for Adulthood Guidance. Both of which have just been completed and so documents will go live on the website and wider impact may not be felt until next year.
 - Parents and carers were also fully involved in the ASD pathway and the interim measures put in place to address waiting times.
 - More generally and in terms of everyday communication all new EHCP assessments are allocated a casework officer who shares their contact details at an initial introductory meeting.
 - Continue to prioritise codesign and coproduction at every opportunity
4. Continue the work done to ensure services are working together to help improve services and outcomes for children and young people.
 - SEND CIB continues to hold services to account. Operationally services are meeting regularly and engaging through the sub groups of the SENDCIB.
 5. Gathering of views from a wider cohort of parents and carers. Each service to survey parents and carers about their specific area and feedback from that to be pulled together into a report reflecting wider feedback. Embed into system and practice service user feedback.
 5. Establish some focus groups to test further the feedback received and to gain further insight on what more can be done to improve parent/carer experience.

Annex 1: 2019 survey feedback flyer



SEND Parent & Carer Survey 2019 Feedback

Between November and December 2019, parents and carers of children/young people with SEND had the opportunity to take part in a survey on what is going well and what could be improved in Sefton around the key areas of education, health, social care, information provision and how the Sefton SEND Area Partnership is working together.

The survey will help provide the SEND Continuous Improvements Board with a baseline to monitor experience, involvement and satisfaction.

Thank you to all the parents and carers who took the time to complete the survey. The full report is available to view on the Local Offer: bit.ly/SEND-survey-full-report-2019

Here is some of the feedback from parents and carers and what we have been doing to respond:

You Said - you wanted the 20-week timescale for EHCP completion to be improved

We Did - we are now completing more EHCPs within the timescales – currently at 77% of plans being completed within the 20 weeks

You Said – you wanted the quality of the EHCPs to improve

We Did - We have delivered outcomes training to front line staff who complete EHCPs etc and introduced a monthly Quality Assurance process

You Said – you wanted to be able to contact your Case Work Officers directly

We Did - Case Work Officers now share mobile phone numbers when they first contact you

You Said – you wanted to be more involved in contributing to the outcomes within the EHCP

We Did - we now invite parents/ carers to be involved in joint outcomes meetings.

You said – you wanted a clearer ASD pathway

We Did - since April 2020 we have put in place a new pathway that is compliant with the National Institute for Health and Care Excellence (NICE)

You Said – we like Aiming High but there are some areas that can be improved

We Did – we are reviewing the Aiming High service so there is an age appropriate offer

🗨️ I have Autism and Dyslexia and found that when using the @Sefton Council's website I can change the font to Dyslexia font and add a ruler to keep my place, which really helps me to understand the information I need to stay independent. I am happy that the Council use Recite Me and as it is very helpful and very interesting. 🗨️

📍 Maria, Sefton

So, what else is planned.....

We are exploring how we can use social media better to communicate to parents and carers and children and young people and we are redesigning Sefton Council's Website and Local Offer which will help make information more accessible.

We want to develop relationships with employers so there is increased diversity in the workplace, so that more young people benefit from the education, training and employment offer.

We have developed an All Age Assistive Technology Strategy, which will help us to expand the use and extend the resource of assisted technology in the home to promote greater independence.

SEND Short Mid-Year Survey

Following on from the SEND Parent and Carer survey that was carried out in November 2019, we are keen to understand whether you are seeing an improvement in the help and support you are receiving from health, education social care and the SEN casework team in Sefton?

Please help us by completing this short mid-year survey, which will only take a few minutes of your time. This survey will start on 14 September to the 2nd October and you can access the online survey by visiting yourseftonyoursay.sefton.gov.uk

The findings will be shared with the SEND Continuous Improvement Board and will also be shared with the Sefton Parent and Carer Forum and on the Local Offer.

